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ENGL 1105

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Outline and Half Draft (Title unset currently) [Short Phrase : Connection]

“When going through the transfer process, the biggest barrier or challenge cited was the difficulty transferring credits (17%)” (“Students’ Lived Experiences” 2) according to a 2022 survey conducted by the partnership between UPCEA and StraighterLine. The transfer process for students usually involves an institution not accepting credits. This occurs because the receiving institution doesn’t recognize a course from the source institution as an adequate substitute based on title. This causes many students to retake classes that are similar in merit or content. As a transfer student I would like to share my own transfer experiences at Virginia Tech, however I will dive into the transfer issue as a whole for higher education. I will be analyzing the peer reviewed journal “Smoothing the Path for Transfer: Implementing Interstate Passport at Community Colleges.” written by Heather McKay, Renée Edwards, and Daniel Douglas. This journal describes a case study that implements solution to transfer called the Interstate Passport. The study was conducted on a rural community at Laramie County Community College in Wyoming, where students could choose to be involved in the (LCCC) Interstate Passport when transferring to neighboring 4-year institutions. The Interstate Passport worked by easing credit transfer through a student learning outcome lens which would allow students participating in the study to transfer credits easily. The goal of this study was to record the effects easing transfer credits would have on students. The study yielded very good results, and was recorded into the journal: “Findings from that quasi-experimental study show that students who transferred among Network institutions were enrolled more continuously, earned more credits, and had a slightly higher grade point average (GPA) than similar students who transferred into Network institutions from non-member institutions” (McKay, Heather A., et al. 77). Findings from the study also included saving time and money due to the omission of general education resources and, interestingly, changed the perception of transfer as a process. We can see the effects of credit loss during transfer from the benefits created by this experimental study. The loss of transfer credits causes lower graduation rates, monetary loss, and lowers the appeal for the transfer process where these problems can be solved by implementing a more flexible credit acceptance system for transfer students in Virginia Tech.

The research journal uses ethos to sustain credibility when relaying and conducting the outcomes and the experiment. As experiments are for testing causation, it is important to conduct the test properly as to no introduce any bias. The authors McKay et al. utilize ethos and authority to speak through their biographies. Specifically for McKay we can see her credibility through her biography “Heather McKay is the Director of the Education and Employment Research Center at Rutgers, The State University of New Jersey” (McKay, Heather A. 79). We also see authors, Renée Edwards and Daniel Douglas’ biographies stating that they are both senior researchers at the Education and Employment Research Center at Rutgers. To establish this credibility early the authors, show their academic affiliations and correspondences in the beginning of the research article. This is to give the readers a quick background of the authors before reading. This allows readers to trust what is claimed in the research article as genuine facts that can relate the causation of the solution to the benefits the students receive.

We see an abundance of logos used in the research article in the form of metrics and statistics, these statistics are then used to justify claims stated in the article. One such example is when outlining the variance of data: “Monaghan and Attewell (2015) examined first-time 2-year students and found significant variance in terms of credit loss. Among the study’s sample, 14% of students lost 90% or more of their credits, 58% of students transferred 90% or more, and the rest of the students (28%) lost anywhere between 10% and 89% of their previously earned credits. As noted above, these wide variances in credit loss likely relate to articulation policies and processes in place among different institutions;” (McKay, Heather A., et al. 73). This statistic was used later to help justify how credit transfer will be evaluated and where to target the solution. Stating that credit loss should be viewed from the institution perspective to maintain degree standards. The use of logos in this context gives readers trust in the author’s ability to approach this topic in an unbiased way and conduct their research thoroughly and not jump to conclusions about any recorded statistic.

Lastly, and importantly, we see the restraint of pathos. We see several forms used in the explanation of the problem for students in the beginning of the research article: “These students typically lost about 13 credits (43% of their college credits) or one semester of full-time coursework upon transfer. This same study found that credit loss varied greatly depending on the sending and receiving institutions. Students pursuing vertical transfer—from public 2-year to 4-year colleges— lost just 22% of their credits. In comparison, students who moved between public 2-year colleges lost an average of 69% of their credits.” (McKay, Heather A., et al. 72). To keep claims isolated in fact, the authors are careful not to invoke an abundance of sentiment or anger. Restraint in pathos shows professionalism but also shows an unbiased approach to experimentation. Emotion shown in the research article is not dwelled upon for too long, however it is subtly included to convey severity of the problem. By using metrics to promote sentiment, the authors are retaining professionality while also having the ability to display the problem’s effects to encourage the readers to agree.

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**Outline: Project 3 Rhetorical Analysis**

**OSIE Method:**

Introduction and Background Information –

* Hook: “When going through the transfer process, the biggest barrier or challenge cited was the difficulty transferring credits (17%)” (“Students’ Lived Experiences” 2) according to a 2022 survey conducted by the partnership between UPCEA and StraighterLine.
* Summary: Who what when where why
* Thesis statement: The loss of transfer credits causes lower graduation rates, monetary loss, and lowers the appeal for the transfer process where these problems can be solved by implementing a more flexible credit acceptance system for transfer students in Virginia Tech.

Analysis Section –

* Body 1
  + Topic sentence:
  + Body 1: The first body will discuss ethos and due to the authors having credibility through their status as Director/Senior Researcher of Education and Employment Research Center, they would gain trust in the readers.
* Body 2
  + Topic sentence:
  + Body 2: The second body will discuss logos where the journal uses many sample statistics to justify the claims of the problems.
* Body 3
  + Topic sentence:
  + Body 3: The third body will discuss the constraint on pathos where pathos is moderately used to invoke a bit of sympathy and understanding behind the problem, while remaining professional.

(Then next section) Use three --- and then press enter and word will insert a line on the current.

Argument Section –

* Solution Proposal:
* Counterargument:
* Connection to Thesis:

Conclusion –

* Restate Thesis:
* RECAP:
* Extrapolate into the future.

Cited pieces:

McKay, Heather A., et al. “Smoothing the Path for Transfer: Implementing Interstate Passport at Community Colleges.” *New Directions for Community Colleges*, vol. 2022, no. 197, Mar. 2022, pp. 71–80. *EBSCOhost*, <http://login.ezproxy.lib.vt.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=154250709&scope=site>

“Students’ Lived Experiences in Transferring Credits.” *Straighterline*, UPCEA and StraighterLine, Nov. 2022, <https://partners.straighterline.com/sites/default/files/2022-11/UPCEA_Straighterline_Students_Lived_Experiences_White_Paper_November_2022.pdf>